

*Partnerships: A Journal of Service-Learning and Civic Engagement Volume 3, No. 1
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Contributors:

Gina Baugh (Ph.D., University of Pittsburgh) is the Director of Introductory Pharmacy Practice Experiences (IPPEs) at West Virginia University School of Pharmacy. Dr. Baugh has a strong foundation in experiential education. Since 2006, Dr. Baugh has been charged with developing and implementing the required 300 hours of IPPEs into the SOP curriculum. The IPPEs that have been developed include community, institutional, service learning, acute and ambulatory care activities. Through Dr. Baugh's extensive involvement in the community through service learning activities, student pharmacists earned over 2400 hours of community service in 2010 while implementing more than 70 hours of interactive programming and developing and distributing more than 1700 pieces of printed health information. Dr. Baugh has worked closely with the WVU Center for Civic Engagement to develop the service learning curriculum and involve more schools throughout the university community to embark on this approach to learning. Dr. Baugh was the recipient of the 2008 Excellence in Service Learning Teaching Award.

Joseph Berryhill (Ph.D., University of South Carolina) is an associate professor at the University of North Carolina at Asheville (currently on a leave of absence). He also is former director of the university's Key Center for Community Citizenship and Service Learning. His research interests center on the promotion of wellbeing of disenfranchised children and youth via changes in policies and youths' environments. Among the courses he teaches are community psychology and child clinical psychology.

Noah Borrero (Ph.D., Stanford University) is an Associate Professor of Teacher Education at the University of San Francisco (USF). He created and directs the Masters program in Urban Education and Social Justice at USF where he teaches courses in bilingual education, critical pedagogy, teaching for diversity and social justice, and action research and service-learning for urban teachers. His book, *Closing the Achievement Gap: How to Pinpoint Student Strengths to Differentiate Instruction and Help Your Striving Readers Succeed* (Scholastic, 2009) reflects his scholarly interests in urban education, English learner (EL) literacy, and adolescent development. Noah taught middle and high school English in the San Francisco Bay Area and developed a "young interpreters" program where bilingual youth served as interpreters and translators for their school and community.

Alison K. Cohen, M.P.H., is currently a doctoral student in epidemiology at the University of California at Berkeley. With experience participating in and evaluating university-community partnerships in public health and education, Cohen is interested in using epidemiology to evaluate the impact of social policies and programs and to understand links between education and health in the urban environment.

Jerusha Conner (Ph.D., Stanford University) is an Assistant Professor of Education in the Department of Education and counseling at Villanova University, where she teaches courses in educational policy, urban education, instructional leadership and diversity. Jerusha taught high school English and worked as a college admissions officer prior to completing her doctorate. Her research focuses on student voice in school reform, youth organizing, and student engagement in high school, and she has published on these topics in such journals as *Journal of Research on Adolescence*, *Educational Policy*, and *Journal of Advanced Academics*. She also regularly offers professional development sessions for teachers on strategies for promoting students' engagement in learning.

Mary Stamatakis (Ph.D., Ohio State University) is an Associate Dean for Academic Affairs and Educational Innovation and Associate Professor at the West Virginia University School of Pharmacy. She earned a BS in Pharmacy and completed a nephrology specialty residency at OSU Hospitals. She has chaired the American Association of Colleges of Pharmacy's Pharmacy Practice Educational Outcomes Task Force to assist pharmacy faculty across the country in outcomes development. Her publications include: *Academic Pharmacy Leaders' Perceptions of Core Requirements for Entry into the Professional Pharmacy Program*; *Comparison of Students' Performance and Satisfaction of a Clinical Pharmacokinetics Course Delivered Live and by Interactive Videoconferencing*; *An Interactive Response System to Promote Active Learning in the Doctor of Pharmacy Curriculum*; and *Excellence in Curriculum Development and Assessment*.